



Learning Aims and Curriculum Intent:

Year 9 Pupils studying Geography continue to build on the knowledge and skills learnt through the first two years through the lens of a simplified GCSE specification. This provides them with advance knowledge of some of the complexity and questions of the GCSE but in a manner that is accessible to pupils' cognition in Year 9. Pupils are introduced to four key Geographical issues that highlight the complex nature between Physical and Human Geography, the interconnections and interplays that exist in Geography and pupils explore the possible management solutions to these issues. Development of problem-solving, sustainability and decision-making is promoted during Year 9. Moreover, encouraging pupils to become more confident with data handling and geographical skills is also a feature in Year 9.

Term	Content, Key Questions and Knowledge	Skills	Assessment
Michaelmas	<p>Globalisation</p> <p>Describe and explain the process of globalisation by considering its local, national, and global causes and impact and focusing on economic development in the following ways:</p> <ul style="list-style-type: none"> Identify and explain the inequalities that are perpetuated and cultivated between countries Economic sectors Role of technology Transnational corporations <p>The key questions to consider are:</p> <p><i>(How) does globalisation exacerbate global inequalities or provide opportunity for more positive connection?</i></p> <p><i>How does the proportion of economic activity in a country demonstrate its level of modernisation and development?</i></p> <p><i>How does technology contribute to a “shrinking world?”</i></p>	<p>Foundational (intro to):</p> <ul style="list-style-type: none"> Development of individual pupils' agency in their own inhabited place. <p>Emerging (development of):</p> <ul style="list-style-type: none"> Global awareness Critical thinking Understanding one's role in a global system Reframing perspective Reading informational texts Looking through a critical development lens (i.e. how discussed concept emerges in a wealthier nation vs. a poorer one) Linking big ideas Sense of duty for cultivating a sustainable world <p>Security (a solid understanding) of:</p> <ul style="list-style-type: none"> Understanding how a global system impacts a local area Incorporating topic vocabulary 	<p>Introduction of GCSE style assessment formats</p> <p>Regular short answer question drills for [3] mark, [4] mark and [5] marker questions.</p> <p>Introduction of geographical skills questions including cartography, data handling and graphicacy.</p>
Lent	<p>Tectonics</p> <p>Understand the role volcanos and earthquakes have in physical and human geography by studying:</p> <ul style="list-style-type: none"> Main types and features of both Their spatial distribution Plate movement types and their effects Hazards presented by both Opportunities of living under a volcano's shadow Reduction and management of impacts Case study for each. <p>The key questions to consider are:</p> <p><i>What causes earthquakes and volcanoes?</i></p> <p><i>What are the physical and human impacts of earthquakes and volcanoes?</i></p> <p><i>How can humans control the impacts of natural world by managing effects of earthquakes and volcanoes?</i></p>	<p>Foundational (intro to):</p> <ul style="list-style-type: none"> GCSE style exam practice Understanding human adaptations to their physical world Development of individual people's agency in their inhabited place <p>Emerging (development of):</p> <ul style="list-style-type: none"> Reading diagrams Drawing diagrams Map reading and analysis Looking through a critical development lens (i.e. how discussed concept emerges in a wealthier nation vs. a poorer one) <p>Security (a solid understanding) of:</p> <ul style="list-style-type: none"> Distinguishing between human and physical world Understanding intersection between human and physical world Differentiating between cause and impact when writing Utilisation of unit vocabulary 	<p>Unit summative exam (resembles GCSE format with graph analysis, short questions, and a longer written answer)</p>

Lent/ Trinity	<p>Urbanisation</p> <p>Identify and suggest reasons for rapid urban growth and their positive and negative impacts by:</p> <ul style="list-style-type: none"> Understanding the pull to urban areas and the push from rural areas Categorising urban problems: Economic, Social/Cultural, Political, and Environmental Focusing specifically on inequalities that develop in rapid urban growth (informal economies and neighbourhoods) Roughly examining how cities grow physically through urban sprawl Looking for opportunities for more accessible, equitable living in cities Engaging in authentic research and problem solving for a specified urban area: Rio de Janeiro, Mumbai, Lagos. <p>The key questions to consider are:</p> <p><i>Why are urban areas growing rapidly? How is urban growth affecting people in both rural and urban areas? How and why does urban growth look different in developing and developed countries? How can we make cities more accessible and equitable through solutions to reduce the negative impacts on people and cities' infrastructure?</i></p>	<p>Foundational (intro to):</p> <ul style="list-style-type: none"> Metacognition: Understanding how your experiences on shapes your view the world Dominant narrative about a place vs. local narrative Identifying individual bias when studying a place Identifying the multiple forms of inequity and equity (look like, sound like, feel like) Authentic problem solving Using valid, credible research Peer review <p>Emerging (development of):</p> <ul style="list-style-type: none"> Sense of duty for cultivating a sustainable world Development of individual people's agency in their inhabited place Linking development and globalisation (past topics) with current topic GCSE style long answer <p>Security (a solid understanding) of:</p> <ul style="list-style-type: none"> Looking through a critical development lens (i.e. how would this concept look in a wealthier nation vs. a poorer one) Looking through a critical development lens (i.e. how discussed concept emerges in a wealthier nation vs. a poorer one) 	<p>Series of weekly, formative check-in quizzes</p> <p>Authentic Project: How can we use city planning to create more equitable, accessible urban areas in the wake of rapid growth?</p> <p>Unit exam questions</p>
Trinity	<p>Tourism</p> <p>Describe and explain the growth of tourism by studying:</p> <ul style="list-style-type: none"> Physical and human attractions Types of tourism Benefits and disadvantages of tourism to receiving areas Comparisons of tourism in developed and developing countries Management techniques to cultivate sustainable tourism A case study (i.e. Bali, Jamaica, or Cuba) <p>The key questions to consider are:</p> <p><i>What brings tourists to a place? How does perception and authenticity play a part in the tourist industry (of tourists, locals, a country, one's experience, etc.)? Is tourism always a good thing? How can tourism be managed successfully with such competing demands for it to be done sustainably?</i></p>	<p>Foundational (intro to):</p> <p>Emerging (development of):</p> <ul style="list-style-type: none"> Reading, analysis, and description of charts and graphs Identifying authentic examples of vocabulary Sense of duty for cultivating a sustainable world Revision skills <p>Security (a solid understanding) of:</p> <ul style="list-style-type: none"> Case study examination Looking through a sustainable development lens (i.e. how discussed concept emerges in a wealthier nation vs. a poorer one) 	<p>Graph analysis</p> <p>Case study exploration</p> <p>Summative revision practice</p> <p>Students are responsible for material as part of end of year exam</p>

Examples of Homework	Investigating a Transnational Corporation (TNC) such as Nike, comparing urban problems in global megacities; analysis of key charts and graphs; exploring United Nations sustainable development goals; diagramming hazards: earthquakes and volcanoes; tabulating and comparing earthquake and volcanic eruption impacts and responses, preparing a decision-making exercise on why earthquake impacts were so severe in Haiti or evaluating how effective a tourist resort is in being sustainable.
Key terminology	Globalisation, Economic sectors of development, Transnational Corporation, "shrinking world," remittances, plate movement types, plate boundary types, types of volcanoes – shield and strato-volcanoes, urbanisation, push and pull factors, informal economies, urban sprawl, squatter settlements, sustainable tourism, ecotourism, cultural appropriation, receiving areas, sustainable development.
Super-curricular enrichment and scholarly extension	Students interested in these topics will find it enlightening to compare the world's fastest growing and most crowded cities. This includes exploring Dhaka (informal economies), Rio de Janeiro (favelas and Pacification), Mumbai (Dharavi). Read: WideWorld Journal (online and paper copy available in the MCI Library), online sources (below) Watch: Several BBC documentaries are available and on Youtube: Professor Iain Stewart's 'Planet Earth', Kevin McCloud's documentary on Dharavi, Mumbai are two examples. Listen: Various GeogPodCasts exist. This is a good start from the Royal Geographical Society: https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/
Useful websites	THE 17 GOALS Sustainable Development (un.org) Urbanisation - KS3 Geography - BBC Bitesize https://www.nationalgeographic.com/photography/article/life-in-lagos-in-search-of-the-african-middle-class https://ourworldindata.org/tourism https://www.internetgeography.net/topics/
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